**Hester -7th Grade Science**

**Unit - Adaptations**

**Objectives** Paper work day

**Blooms**

**Materials/Resources Needed:**

**Anticipatory Set - I will pass out the the students work**

**Objective/Purpose - To get everything filed and make sure nothing is missing**

**Prior Knowledge - Adaptation Unit**

**Model Model – I will show them what I want and how to do it**

**Check for Understanding -**

**Guided Practice** - None

**Closure** – I will tell them to check Skyward and if anything is missing make sure they have it in their file

**Independent Practice** - none

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |